DOCUMENT RESUME

ED 384 182 EC 304 021

AUTHOR	Wallace, Cyril
TITLE	Project Progreso. Evaluation Report, 1993-94. OER Report.
INSTITUTION	New York City Board of Education, Brooklyn, NY. Office of Educational Research.
PUB DATE	1 Aug 94
CONTRACT	T003A00205
NOTE	61p.
PUB TYPE	Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Bilingual Education; Elementary Education; *English (Second Language); Hispanic Americans; *Inservice Teacher Education; Instructional Materials; *Language Skills; *Limited English Speaking; *Native Language Instruction; Parent Education; Program Effectiveness; Program Evaluation; Skill Development; *Spanish Speaking
IDENTIFIERS	Hispanic American Students; New York City Board of Education

ABSTRACT

This report describes Project Progreso, a federally funded project that served 240 Spanish-speaking students of limited English proficiency in special education Modified Instructional Service classes in kindergarten through sixth grade in the Bronx, New York. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), and content area subjects. The main project goal was to promote the acquisition of native and English language skills, which were assessed by standardized tests. Six paraprofessionals and 22 teachers of participating students were offered monthly staff development activities consisting of inservice programs and classroom consultations. Additional project activities included referral to ESL and General Education Diploma classes for parents and parent advisory committees. A Likert-type questionnaires were used to evaluate staff development and parent education activities. Students met objectives for content area subjects, but did not meet project objectives for ESL and NLA. Teachers increased skills and knowledge. Appendices include: a list of 298 student and staff instructional materials with grade level, publisher, and date, and staff and parent questionnaires. (SW)

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OER Report

Project Progreso
Transitional Bilingual Education Grant T003A00205
EVALUATION REPORT
1993-94

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Project Progreso
Transitional Bilingual Education Grant T003A00205
EVALUATION REPORT
1993-94

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EXECUTIVE SUMMARY

Project Progreso, an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project, was in its fourth year in 1993-94. The project served 240 Spanish speaking students of limited English proficiency (LEP) in special education Modified Instructional Service (MIS) IV classes in kindergarten through sixth grade. The project functioned in the Bronx at P.S. 161 in Community School District (C.S.D.) 7, P.S. 75 in C.S.D. 8, P.S. 55 and P.S. 63 in C.S.D. 9, P.S. 59 and P.S. 86 in C.S.D. 10, and P.S. 134 in C.S.D. 12. Participating students received instruction in English as a second language (E.S.L.), native language arts (N.L.A.), and content area subjects.

Teachers of participating students had the opportunity to attend monthly staff development activities.

Project Progreso provided workshops for parents at each site and referred parents to classes in E.S.L. and to prepare for the General Education Diploma (G.E.D.).

Project Progreso met its objectives for content area subjects, and its staff development objectives for increased skills and knowledge and certification. The project did not meet its objectives for E.S.L.; N.L.A.; or staff development for continuing education and forming collaborative relationships. The Office of Educational Research was unable to evaluate the parental involvement objection for continuing education, attendance at the Regional Library Center for Parents, or attendance at school-level educational meetings.

The conclusions, based on the findings of this evaluation, lead to the following recommendation to the project:

- Explore reasons for lack of gains in language proficiency were not as great as expected and take steps to augment E.S.L. instruction.
- Institute a more intensive N.L.A. reading program for students most in need of acquiring literacy skills in the native language.
- Assess reasons for lower than expected attendance at project-sponsored activities. Investigate ways to motivate more parents to attend the activities offered.

ACKNOWLEDGEMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Educational Research. Thanks are due to Mr. Cyril Wallace for collecting the data and writing the report.

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I. INTRODUCTION

In 1993-94, Project Progreso was in its fourth year of funding as an Elementary and Secondary Education Act (E.S.E.A.) Title VII project.

PROJECT CONTEXT

The project operated in the Bronx at P.S. 161 in Community School District (C.S.D.) 7, P.S. 75 in C.S.D. 8, P.S. 55 and P.S. 63 in C.S.D. 9, P.S. 59 and P.S. 86 in C.S.D. 10, and P.S. 134 in C.S.D. 12.

Of the 680 students who attended P.S. 161, 71 percent were Latino, 26 percent were African-American, and 3 percent were European-American. Of these, 33 percent were of limited English proficiency (LEP) and 78 percent came from low-income families and were eligible for the free-lunch program.

Of the 754 students at P.S. 75, 76 percent were Latino and 25 percent were African-American.* Of these, 28 percent were LEP and 89 percent were from low-income families.

Of the 928 students at P.S. 55, 60 percent were African-American, 39 percent were Latino, and 1 percent were Asian-American or European-American. Of these, 18 percent were LEP and 99 percent were from low-income families.

Of the 826 students at P.S. 63, 56 percent were Latino, 42 percent were African-American, and 2 percent were European-American and Asian-American. Of these, 28 percent were LEP and 90 percent were from low-income families.

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* Percentages do not add up to 100 due to rounding.

Of the 477 students at P.S. 59, 63 percent were Latino, 36 percent were African-American, and 1 percent were European-American. Of these, 22 percent were LEP and 97 percent were from low-income families.

Of the 1,864 students at P.S. 86, 75 percent were Latino, 17 percent were African-American, 4 percent were Asian-American, 3 percent were European-American, and less than 1 percent were Native American. Of these, 30 percent were LEP and 93 percent were from low-income families.

Of the 717 students at P.S. 134, 52 percent were Latino, 47 percent were African-American, 1 percent were European-American, less than 1 percent were Asian-American or Native American. Of these, 21 percent were LEP and almost 100 percent came from low-income families.

At P.S. 55 and P.S. 161, classrooms were spacious and well-lit. Bulletin boards defined all curriculum areas, and separate areas were designated for Project Progreso. Classroom and hallway bulletin boards were neat, colorful, and appropriate to the season.

STUDENT CHARACTERISTICS

Project Progreso served a total of 240 LEP special education students enrolled in Modified Instructional Service (MIS) IV classes in grades kindergarten through six. (See Table 1.) LEP status was determined by Language Assessment Battery (LAB) scores at or below the 40th percentile.

Participants came from at least eight countries. (See Table 2.) Eighty-three percent came from low-income families.

TABLE 1

Number of Students in Project Progreso, by Site and Grade

Site	K	1	2	3	4	5	6	Total
P.S. 55				3	5	10	2	20
P.S. 59			1	6	14	12	3	36
P.S. 63		4	4	4	5	10		27
P.S. 75	5	3	3	4	5	5	12	37
P.S. 86			2	9	19	5	13	48
P.S. 134	10			7	11	5	11	44
P.S. 161	12	13	3					28
Total	27	20	13	33	59	47	41	240

TABLE 2

Students' Countries of Origin

Country	Number of Students
United States	172
Puerto Rico	38
Dominican Republic	20
Mexico	3
Haiti	2
Honduras	2
Costa Rica	1
Nicaragua	1
Unreported	1
Total	240

Project staff developed a continuum of referral, assessment, testing, placement, and follow-up procedures to identify, select, and monitor program participants on an ongoing basis.

Needs Assessment

Before instituting this program, the Bronx Special Education Regional Office conducted an exhaustive needs assessment of the targeted LEP students, their families, and the educational staff who were to serve them. The data obtained from this study indicated three primary needs: (1) to provide LEP students with intensive English and native language instruction and support services to improve their school performance; (2) to offer staff development activities on multicultural subjects; and (3) to provide parents of participants with English as a second language (E.S.L.) courses and workshops to familiarize them with the educational system and project goals.

PROJECT OBJECTIVES

Student Objectives

- By the conclusion of the project period October 1993 through September 1994, it is expected that 80 percent of the target students in the 12 target classes will demonstrate increased skills in listening, speaking, reading, and writing in English, as a result of their participation in bilingual/E.S.L. and structured English language arts instructional activities provided by the special education classroom staff as measured by the pre- and posttest scores on the Language Assessment Battery (LAB).

- By the conclusion of the project period October 1993 through September 1994, it is expected that 75 percent of the target students in the 12 target classes will demonstrate increased skills in listening, speaking, reading and writing in Spanish, as a result of their participation in structured N.L.A. instructional activities provided by the special education classroom staff as measured by the pre- and posttest scores on El Examen de Lectura en Español (ELE).

- By the conclusion of the project period October 1993 through September 1994, it is expected that 80 percent of the target students in the 12 target classes will achieve 60 percent of their I.E.P. objectives in a variety of academic subjects (mathematics, social studies, and science) as a result of their participation in bilingual/E.S.L. instructional activities provided by the special education classroom staff.

- At least four (4) project classes will demonstrate increased language proficiency and knowledge of cultural backgrounds through participation in a multilingual, cross-cultural network for cooperative learning, e.g., "De Orilla a Orilla - From Shore to Shore".

Staff Development Objectives

- By June 1994, it is expected that 90 percent of the participating special education staff will increase their skills and knowledge as a result of their participation in preservice and inservice training workshops and in on-site training activities (conducted by the resource specialist, Bronx regional office staff, district staff, and consultants) related to bilingual/E.S.L. educational philosophy and methodology.

- By June 1994, it is expected that 100 percent of the special education classroom staff and the Resource Specialist will increase their skills and knowledge of bilingual/E.S.L. education as a result of their completion of graduate level coursework at a local college or university.

- By June 1994, it is expected that 90 percent of the participating special education staff will have developed the skills and knowledge to seek and attain certification or licenses to teach bilingual/E.S.L. education as a result of their participation in preservice and inservice training workshops and on-going on-site training activities (conducted by the project resource specialist and Bronx Regional Office staff and consultants).

- During the period of the fourth project year, four Project Progreso teachers will form long-distance collaborative relationships through a multilingual, cross cultural network and exchange student projects each month during a five-month period.

Parental Involvement Objectives

- By June 1994, it is expected that 75 percent of the parents of participating students will have acquired basic understanding and knowledge of the principles of bilingual/E.S.L. education, and of their child's special education program (I.E.P.) objectives and activities, as a result of their participation in parent involvement activities, such as the Title VII Parent Advisory Committee, Council for Exceptional Children, school-based parent advisory committees, and parent involvement workshops conducted by the Resource Specialist.

- By June 1994, it is expected that 20 percent of the parents of participating students will have attended E.S.L. and/or high school equivalency courses offered by the parent education program of the Bronx Regional Office and local community school districts.

- By June 1994, it is expected that 50 percent of participating parents will have visited the Regional Library Center for Parents.

- By June 1994, it is expected that 75 percent of Project Progreso parents will have attended school level educational meetings, such as Educational Planning Conferences, C.S.E. Reviews , and/or Annual Reviews for their children, mainstreaming committee meetings, personnel selection and interview panels, or service as a parent surrogate/C.S.E. representative.

PROJECT IMPLEMENTATION

During the 1993-94 school year, Project Progreso served 240 Spanish-speaking MIS IV students and their families. The project's main goal was to promote the acquisition of native and English language skills.

Materials, Methods, and Techniques

Project Progreso offered English as a second language (E.S.L.) and native language arts (N.L.A.) at beginning, intermediate, and advanced levels. Teachers of participating students used cooperative learning approaches and a variety of instructional methodologies, such as the whole language approach, for E.S.L. and N.L.A., and literature-based and thematic approaches for the content areas.

The resource specialist offered demonstration lessons and provided sample lesson plans which classroom teachers modeled and adapted for use. The project also provided training packets for all classroom staff.

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building

The Bronx Special Education Regional Office and the school will provide additional services out of tax-levy funds.

Staff Qualifications

Title VII staff. The project's Title VII staff included the project director and resource specialist. For a description of their degrees and language proficiency (teaching or communicative*), see Table 3.

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*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's ability to communicate and interact with students in their native language. NS = Native Speaker.

TABLE 3

Project Staff Qualifications

Position Title	Degrees	Language Proficiency
Project Director	Ph.D.	Spanish TP
Resource Specialist	M.S.	Spanish NS

The project director was responsible for the coordination of the project. His office was in the Bronx Special Education Regional Office. He reported directly to the Instructional Administrator and worked with the Bilingual Coordinator, school principals, special education site supervisors, and bilingual program supervisors at each participating school.

The resource specialist had eight years of experience in staff development, teacher training, and conducting parent programs.

Other staff. Twenty-two teachers and six paraprofessionals were funded by tax levy. For a description of degrees held, certifications, and language proficiency, see Table 4.

Staff development. All teachers participated in regular staff development activities, which included regional activities, in-service programs, and classroom consultations. Staff development workshops focused on demonstration lessons, team teaching, instructional consultation, new technologies, scholarship information, and lesson plans. For a list of workshop training materials, please see Appendix A.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

TABLE 4

Qualifications of Non-Title VII Staff

Position Title	Degrees	Certification	Language Proficiency
Teachers (22)	1 M.D. 9 Master's 12 Bachelor's	15 Bil. Spec. Ed. 3 Bil. PPT 1 Spec. Ed. 3 PPT 1 CPT	Spanish 22 TP
Paraprofessionals (6)	6 High School		Spanish NS

Length of Time Participants Received Instruction

Students had a mean of 0.2 years (s.d.=0.7) of education in a non-English-speaking school system and 4.2 years (s.d.=2.1) of education in the United States. The median time students participated in Project Progreso was 20 months.

Activities to Improve Pre-referral Evaluation Procedures

Teachers referred participating students who seemed in need of a change in special education services to the School-Based Support Team (S.B.S.T.) for evaluation. In every project school, at least one of the S.B.S.T. members was a native speaker of Spanish.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project sponsored a wide variety of parental and community involvement activities that included workshops, E.S.L., and General Education Diploma (G.E.D.) classes. Parents participated in Parent Advisory Committees (PACs), as well as in workshops organized by the Council for Exceptional Children.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

The Office of Educational Research (OER) used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OER used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB and El Examen de Lectura en Español (ELE) are used throughout New York City to assess the growth of English and Spanish skills in populations similar to those served by Project Progreso.

INSTRUMENTS OF MEASUREMENT

OER compared pre- and posttest scores on the LAB to assess the E.S.L. objective and the ELE to assess the N.L.A. objective. Achievement of I.E.P. goals was examined to assess the content area objective, as specified.

All students were tested at the appropriate grade level. The languages of the LAB and ELE were determined by the tests themselves.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

El Examen de Lectura en Español (ELE) was prepared by New York City educators who were native speakers of Spanish and represented several Latino linguistic and cultural groups. The ELE was administered in two forms to all New York City students who were receiving language arts instruction in Spanish. For both forms the grade reliability coefficients ranged from .94 to .96. Items on the test were

grade-specific. Construct validity is evidenced by grade-to-grade decreases in item difficulty within level. This characteristic reflects the acquisition of increased amounts of the underlying construct (reading proficiency) as students progress through the grades.

To assess an objectives for staff development, OER developed a Likert-type questionnaire which project staff distributed to teachers so that they might rate the staff development activities in which they participated (see Appendix C).

To assess the parental involvement objectives, OER developed a Likert-type questionnaire which project staff distributed to the parents of participating students (see Appendix C).

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OER evaluation consultant carried out on-site and telephone interviews of the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OER. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English and Spanish, OER computed a correlated *t*-test on the LAB and ELE. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OER was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Progress Progreso carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills. E.S.L. was offered for five periods per week on beginning, intermediate, and advanced levels. In line with OER recommendations made for the 1992-93 school year, the project augmented E.S.L. instruction by providing demonstration lessons and workshops, stressing the use of drama, rhymes in poetry, rhythm, and music to enhance the acquisition and retention of language.

At P.S. 55, the OER evaluation consultant observed a third grade MIS IV class of nine Spanish-speaking students. The aim of the lesson was to determine which plant and non-plant items would sink or float.

The teacher divided the class into two groups. Each group was seated at a table. One student in each group acted as the recorder. The students took turns predicting which item would sink or float, placed the articles in a container of water to see what would happen, explained why each item sank or floated, and recorded the data on the chalkboard. The teacher required students to speak in complete sentences, using the proper tense.

As a final activity, the teacher distributed a booklet to each student. The students had to follow the text as the teacher read aloud. It gave information about

plants and non-plant items, indicating why some would float while others would sink, when placed in a container of water. As homework assignment, the students had to involve family members in determining whether household items of their choice would sink or float. They had to record the information and give a three to five minute presentation in English to the class about their findings.

In this lesson, the teacher integrated E.S.L. and science. The students participated eagerly in the lesson.

At P.S. 161, the OER evaluation consultant observed a first grade MIS IV class of nine Spanish-speaking students. The teacher's aim was to make the students aware of what to do when approached by a stranger.

The teacher began the lesson by asking the students what season it was. After establishing that it was still spring, she made the observation that the weather was becoming increasingly hot and the students would soon be wearing lighter clothing and engage in summer activities. Then the teacher asked the students who accompanied them when they went out. The children said that they went out with their parents or relatives. When she asked the pupils if any of them ever went out alone, they said that they did.

The teacher posed hypothetical situations, asking them to raise their hands if they would go with someone who asked them for help in finding a lost dog or if they would go with a nicely dressed man or woman who asked them for help. The children said that they would not go because they did not know the person.

Two students pretended to be playing in the park as the paraprofessional played the role of a stranger and asked the two children to come with her. They would not go, saying that they did not know her. The teacher asked them what else they might do besides not go with the person. The teacher acted out a situation by grabbing a student and trying to make him go with her. It was established that they would do anything that it took to get away from a stranger. The meaning of "stranger" was discussed. The teacher told the class that they had been introduced to the OER consultant who was observing them and asked them if they would go with him. Four students said that they would not because they really did not know him. When asked if they considered him a stranger, four students said they did and five said they did not. The class went on to establish that they should not go with anyone unless they knew the person and their parents had given them permission to go. A further safeguard, a code word, was also suggested for use by family and friends entrusted with picking up a child. The teacher, however, cautioned the students not to be afraid of everyone, to be aware that there were some people who might bother then but to know that most people would not. She showed the class pictures from the book *Strangers*, which is about a bear who was too friendly, even with people she did not know.

The teacher summarized the lesson. She had used a variety of teaching strategies and encouraged the students by accepting their responses without question. Most of the discussion between the teacher and the class was in English, with the occasional use of Spanish. On the few occasions that the paraprofessional communicated with the students, she did so in Spanish.

Project Progreso proposed the following objective for E.S.L.:

- By the conclusion of the project period October 1993 through September 1994, it is expected that 80 percent of the target students in the 12 target classes will demonstrate increased skills in listening, speaking, reading, and writing in English, as a result of their participation in bilingual/E.S.L. and structured English language arts instructional activities provided by the special education classroom staff as measured by the pre- and posttest scores on the Language Assessment Battery (LAB).

Matching pre- and posttest data on the LAB were available for 191 students. (See Table 5.) There was a mean loss of 2.0 N.C.E.s (s.d.=16.5) and only 32 percent of the students showed a gain from pretest to posttest.

As happened last year, Project Progreso failed to meet its objective for E.S.L.

LEP Participants Progress in Native Language

N.L.A. was offered five periods a week at beginning, intermediate, and advanced levels.

At P.S. 161, the OER evaluation consultant observed a MIS IV class of ten first and second grade students. The aim of the lesson was to enable students to use pictures to help them tell a story.

The teacher worked with seven first grade students, who were using the book *Vamos*, while the paraprofessional worked with three second grade students, who were using *El Sol y La Luna*. All instruction was in Spanish. The paraprofessional had the students look at each picture and describe the events taking place. She explained to the students the meanings of a number of words that she wrote on the chalkboard. Then she had the students read the text so that she could assist them as needed. After they completed the story, she asked them questions about it.

TABLE 5

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery (LAB), by Site

Site	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
P.S. 55	20	9	5.3	3.4	5.0	6.7	-0.3	7.4	-0.13
P.S. 59	36	33	9.4	7.2	10.0	10.3	0.6	10.4	0.34
P.S. 63	27	24	11.5	9.8	6.1	5.6	-5.4	9.9	-2.66
P.S. 75	37	29	17.0	18.9	16.4	20.5	-0.6	14.4	-0.23
P.S. 86	48	40	7.8	7.8	7.3	5.5	-0.5	8.0	-0.41
P.S. 134	44	33	21.8	31.5	7.7	8.8	-14.1	28.0	-2.90
P.S. 161	28	23	13.0	9.1	23.2	9.5	10.3	12.1	4.08*
Total	240	191	12.9	17.0	10.9	12.2	-2.0	18.8	-1.67

*$p<.05$

- At one site, participating students showed a significant gain between pretest and posttest.

The teacher asked students to look at each picture and tell about it. She recorded what each student said on the chalkboard. The students copied the sentences into their notebooks.

The project posed the following objective for N.L.A.:

- By the conclusion of the project period October 1993 through September 1994 it is expected that 75 percent of the target students in the 12 target classes will demonstrate increased skills in listening, speaking, reading, and writing in Spanish, as a result of their participation in structured N.L.A. instructional activities provided by the special education classroom staff as measured by the pre- and posttest scores on El Examen de Lectura en Español (ELE).

To implement OER recommendations made for the 1992-93 school year, the project held staff development workshops stressing the use of music, dance rhythms, and drama to promote language development and retention. The resource specialist made project-developed materials available and demonstrated the best way for classroom staff to use them.

Matching pre- and posttest data on the ELE were available for 119 students. (See Table 6.) Participating students showed a mean loss of 3.1 N.C.E.s (s.d.=18.8). Forty-five percent of these students demonstrated a gain.

As in the previous year, Project Progreso failed to meet its objective for N.L.A.

LEP Participants' Academic Achievement

Content area instruction was entirely in Spanish in kindergarten through the second grade. See Table 7 for periods per week and languages used for content area instruction.

TABLE 6

Pretest/Posttest N.C.E. Differences on
El Examen de Lectura en Español (ELE), by Site

Site	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
P.S. 55	20	18	25.1	10.8	33.6	16.7	8.6	19.2	1.86
P.S. 59	36	19	28.7	17.9	20.2	13.8	-8.5	21.2	-1.75
P.S. 63	27	16	27.8	13.9	23.2	11.8	-4.6	12.3	-1.50
P.S. 75	37	15	22.5	9.1	19.1	13.6	-3.3	15.2	-0.85
P.S. 86	48	36	31.2	13.8	25.1	11.2	-6.1	17.9	-2.06
P.S. 134	44	15	25.1	15.0	23.9	18.7	-1.2	22.7	-0.20
P.S. 161	28	0	--	--	--	--	--	--	--
Total	240	119	27.5	13.9	24.4	14.4	-3.1	18.8	-1.81

- Overall, and at five sites, students showed a loss between pretest and posttest.

TABLE 7

Content Areas Instruction

Subject	Grade	Periods per Week		
		Native Language	English supplemented by native language	English with E.S.L. methodology
Social Studies	K-2	all classes	0	0
	3	4	3	2
	4	6	2	3
	5	4	3	3
	6	0	0	4
Mathematics	K-2	all classes	0	0
	3	5	8	0
	4	8	5	0
	5	8	5	5
	6	0	0	5
Science	K-2	all classes	0	0
	3	All classes used Spanish and English equally		
	4	4	4	0
	5	4	0	4
	6	0	2	4

At P.S. 55, the OER evaluation consultant observed a grade 5-6 class of eight Spanish-speaking students. The aim of the lesson was to determine how matter takes up space.

The students had just finished a music lesson during which they played flutophones, reading the notes from a song chart as the teacher pointed to each note. The class made an orderly transition from the lesson, storing their instruments, and taking their seats at two tables.

The classroom had a reading section with many books about different countries. The classroom bulletin board had samples of the students' written work in English and Spanish in all curriculum areas. As a resource for the science lessons, the students used the textbook *Discover the Wonder*.

The teacher drew a circle on the chalkboard in which he wrote the word *small* and asked students to tell him the names of some small elements they had studied. Students gave words, such as molecules and atoms, which he wrote outside the circle. Then he gave each group an eye dropper, a balloon, and a small bottle of perfume. A student from each group had to fill an eye dropper with perfume, squeeze two drops into a balloon, and then inflate the balloon. The students then passed the balloon back and forth within their groups by striking it lightly with open hands for a period of two minutes. The teacher then instructed each student to smell the balloon. This procedure was repeated for an additional minute. The students reported that the odor of perfume in each balloon was diminished after the second round. The teacher than gave each group a plastic bag in which two drops of perfume were sprayed. The same hitting procedure took place in each group for two minutes, and the students indicated that the odor of perfume in each bag was even less. The class determined that the size of the balloons and plastic bags and the striking that widely distributed

the perfume molecules had reduced the odor of the perfume.

As a follow-up homework assignment, the students were to draw diagrams showing the materials used for the lesson and how the perfume was distributed in the balloons and bags before and after stirring.

The teacher integrated the science lesson with language arts and mathematics. He used English with an E.S.L. methodology and semantic mapping to clarify the concepts in physics. The hands-on activities heightened student interest.

The project proposed the following objective for content area subjects:

- By the conclusion of the project period, October 1993 through September 1994, it is expected that 80 percent of the target students in the 12 target classes will achieve 60 percent of their I.E.P. objectives in a variety of academic subjects (mathematics, social studies, and science) as a result of their participation in bilingual/E.S.L. instructional activities provided by the special education classroom staff.

Project Progreso reported data on 204 students. Of those, 98 percent achieved 60 percent or more of their I.E.P. objectives. (See Table 8.)

The project met its objective for content area subjects. Last year, Project Progreso failed to meet this objective.

Project Progreso proposed the following objective for language proficiency and knowledge of cultural backgrounds:

- At least four (4) project classes will demonstrate increased language proficiency and knowledge of cultural backgrounds through participation in a multilingual, cross-cultural network for cooperative learning, e.g., "De Orilla a Orilla - From Shore to Shore").

Several meetings were held with the C.S.D. 12 District Administrator for Special Education (DASE), supervisory personnel, and a consultant from New York University.

On-site training was held in several C.S.D. 12 schools in preparation for the

TABLE 8

Percent of Students Meeting Sixty Percent of I.E.P. Objectives, by Site

Site	Number of students with valid data	Percent achieving 60 percent of I.E.P. objectives
P.S. 55	19	18
P.S. 59	30	28
P.S. 63	27	27
P.S. 75	36	36
P.S. 86	25	25
P.S. 134	39	39
P.S. 161	28	27
Total	204	200

implementation of the De Orilla a Orilla project. Classes will begin in September, 1994.

The project did not meet its objective for language proficiency and knowledge of cultural backgrounds during the year under review. It is anticipated that it will be successful in the following year.

FORMER PARTICIPANTS' ACADEMIC PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

The project did not mainstream any students in the year previous to the one under review.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Mainstreaming

One student (0.4 percent) was mainstreamed into an English-only class.

Grade Retention

This was a special education project and grade retention was not applicable.

Attendance

The project did not propose an objective for attendance. The overall project attendance rate for the year under review was 85.9 percent. In the previous year it was 87.2 percent.

Placement in Gifted and Talented Programs

No objective was proposed in this area. No students were placed in specific programs for the gifted and talented.

CASE STUDY

Rafael (a pseudonym), age 10, was a fourth grade special education LEP student. He was assigned to a self-contained classroom, where he received instruction in both English and Spanish. He was born in the Dominican Republic and spoke only Spanish at home. He needed a great deal of special help in both English and Spanish and was assigned to Project Progreso. With the active involvement of the school language coordinator, his classroom teacher, and his mother, he has been making steady progress.

STAFF DEVELOPMENT OUTCOMES

Project Progreso proposed the following objectives for staff development:

- By June 1994, it is expected that 90 percent of the participating special education staff will increase their skills and knowledge as a result of their participation in preservice and inservice training workshops and on-site training activities (conducted by the resource specialist, Bronx Regional Office Staff, district staff, and consultants) related to bilingual/E.S.L. educational philosophy and methodology.

The project provided staff development workshops on multicultural education, performance assessment in mathematics, literature in N.L.A., environmental topics in teaching science, using E.S.L. in the content areas, and music as a tool for language development. There were nine regional professional development activities. All special education staff participated in the Title VII staff development activities.

As it did last year, Project Progreso met its staff development objective for increased skills and knowledge.

- By June 1994, it is expected that 100 percent of the special education classroom staff and the Resource Specialist will increase their skills and knowledge of bilingual/E.S.L. education as a result of their completion of graduate level coursework at a local college or university.

Ninety four percent of the project staff (20 out of 22) were enrolled in graduate courses during the year under review.

The project did not meet its objective for continuing education. Expecting 100 percent of staff to enroll may be unrealistic, given the high level of education already attained by most staff. Last year, the project met this objective.

- By June 1994, it is expected that 90 percent of the participating special education staff will have developed the skills and knowledge to seek and attain certification or licenses to teach bilingual/E.S.L. education as a result of their participation in preservice and inservice training workshops and on-going on-site training activities (conducted by the project resource specialist and Bronx Regional Office staff and consultants.

All staff but one already had at least provisional certification in bilingual education.

As it did last year, Project Progreso met its objective for certification.

- During the period of the fourth project year, four Project Progreso teachers will form long-distance collaborative relationships through a multilingual, cross-cultural network and exchange student projects each month during a five month period.

All preliminary procedures were in place, but implementation was not to begin until September 1994.

The project did not meet the objective for forming collaborative relationships during the year under review. It is anticipated that the project will be successful in meeting this objective in the following year.

PARENTAL INVOLVEMENT OUTCOMES

The project posed the following objectives for parental involvement:

- By June 1994, it is expected that 75 percent of the parents of participating students will have acquired basic understanding and knowledge of the principles of bilingual/E.S.L. education, and of their child's special education program (I.E.P.) objectives and activities, as a result of their participation in parent involvement activities, such as the Title VII Parent Advisory Committee, Council for Exceptional Children, school-based parent advisory committees, and parent involvement workshops conducted by the Resource Specialist.

Project Progreso held workshop activities to train parents in activities to be used with their children at home. The project reported that 65 percent of parents attended these parental involvement activities.

As occurred last year, the project did not meet its parent involvement objective for increased knowledge.

- By June 1994, it is expected that 20 percent of the parents of participating students will have attended E.S.L. and/or high school equivalency courses offered by the parent education program of the Bronx Regional Office and local community school districts.

Project did not provide attendance records.

OER was unable to evaluate the parental involvement objective for continuing education. Last year, project met this objective.

- By June 1994, it is expected that 50 percent of participating parents will have visited the Regional Library Center for Parents.

- By June 1994, it is expected that 75 percent of Project Progreso parents will have attended school level educational meetings, such as Educational Planning Conferences, C.S.E. Reviews, and/or Annual Reviews for their children, mainstreaming committee meetings, personnel selection and interview panels, or service as a parent surrogate/C.S.E. representative.

Project Progreso did not provide the information necessary to evaluate the parent involvement objectives for attendance at the Regional Library Center for Parents or attendance at school-level educational meetings.

OER was unable to evaluate these two objectives for parental involvement because of a lack of data.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project Progreso met its objectives for content area subjects, and its staff development objectives for increased skills and knowledge and certification. The project did not meet its objectives for E.S.L.; N.L.A.; or staff development for continuing education and forming collaborative relationships. The Office of Educational Research was unable to evaluate the parental involvement objection for continuing education, attendance at the Regional Library Center for Parents, or attendance at school-level educational meetings.

Participating students in Project Progreso showed academic progress. Students showed gains in English language skills and in the content areas.

Project services not only benefited students. Teachers attended graduate courses to increase their knowledge of bilingual education. In-service workshops proved useful to teachers and project staff in their project-related responsibilities.

MOST AND LEAST EFFECTIVE COMPONENTS OF THE PROJECT

The resource specialist's role in modeling and team-teaching was a great strength of the program. Teachers of participating students improved their teaching techniques after attending the project's seminars.

The transient nature of the project population and the steadily changing pattern of immigration impacted negatively on the continuity necessary to achieve the best results for students, particularly in E.S.L., N.L.A., and the content areas. In spite of the program's efforts, parental participation was lower than expected.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Explore reasons for lack of gains in language proficiency were not as great as expected and take steps to augment E.S.L. instruction.

- Institute a more intensive N.L.A. reading program for students most in need of acquiring literacy skills in the native language.

- Assess reasons for lower than expected attendance at project-sponsored activities. Investigate ways to motivate more parents to attend the activities offered.

APPENDIX A

Instructional Materials

E.S.L.

Grade	Title	Publisher	Date
3-8	Minimum Essentials	N.Y.C.B.O.E.	1984
	E.S.L. for Special Education	N.Y.C.B.O.E.	1988
K-3	Following Directions: Read, Write	Beckley-Cardy	*
3-8	E.S.L. in the Content Areas	N.Y.C.B.O.E.	1984
3-8	E.S.L. for Special Education, Early Childhood	N.Y.C.B.O.E.	1988
3-8	E.S.L. Book D	Addison-Wesley	1984
3-8	Spanish/English Matching Cards	Beckley-Cardy	*
3-8	Spanish Favorite Stories	Book Source	*
K-6	Hispanic Stories	Steck-Vaughn	*
K-6	Folk Tales from Around the World	Steck-Vaughn	*
K-6	Bigfoot, Man, Monster, or Myth	Steck-Vaughn	*
K-6	The Blind Guards of Easter Island	Steck-Vaughn	*
K-6	Strange Stories of Life	Steck-Vaughn	*
K-6	The Mystery of Stovehenge	Steck-Vaughn	*
K-6	Phonics Picture Cards	Steck-Vaughn	*
K-6	Phonics Readers	Steck-Vaughn	*
K-6	Short Classics	Steck-Vaughn	*
K-3	Learning to Write Paragraphs	Beckley-Cardy	*
K-3	My First Stories	Beckley-Cardy	*
K-3	Read, Write, Draw	Beckley-Cardy	*
K-3	Primary Super Reader	Beckley-Cardy	*
K-3	Hidden Pictures	Beckley-Cardy	*
K-3	Sequencing	Beckley-Cardy	*
1-8	E.S.L. Books, C, D, E	Addison-Wesley	1984

*Information was not provided.

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APPENDIX A

Instructional Materials, cont'd.

E.S.L.

Grade	Title	Publisher	Date
K-3	Just One More	*	
K-3	Whole Language Program	*	
K-3	Teacher's Activity Notebook	*	
K-3	The Best Dressed Bear	*	
K-3	Big Books	*	
K-3	Rub-a-Dub-Dub What's in the Tub?	*	
K-3	Baby Koala Finds a Home	*	
K-3	Apple Tree! Apple Tree!	*	
K-3	Poems for Me	*	
2-6	Big Books and Students' Books:	*	
2-6	Teacher's Guide	*	
2-6	Animals and Their Young	*	
2-6	No Place Like Home	*	
2-6	Meet the Villareals	*	
2-6	The Three Pups	*	
2-6	Wow, What a Week!	*	
2-6	Highgate Collection 1	Steck-Vaughn	
2-6	Highgate Collection 2	Steck-Vaughn	
2-6	Steppingstones Stories	Steck-Vaughn	
2-6	Language Exercises	Steck-Vaughn	
2-6	Treasure Chest	Steck-Vaughn	*
2-6	Predictable Story Books 1 & 2	Steck-Vaughn	*
2-6	Whole Language Guide—Poetry	Steck-Vaughn	*

*Information was not supplied.

APPENDIX A

Instructional Materials, cont'd.

E.S.L.

Grade	Title	Publisher	Date
K-3	Rhyme Time Story Pack	Beckley-Cardy	*
K-3	Jelly on the Plate Pack	Beckley-Cardy	*
K-3	Over in the Meadow Pack	Beckley-Cardy	*
K-3	Five Little Monkeys Pack	Beckley-Cardy	*
K-3	Red Jack Story Pack	Beckley-Cardy	*
K-6	Read, Reason, Write	Continental Press	*
K-6	Level A-Children Around the World	Continental Press	*
K-6	Level A-Big Animals	Continental Press	*
K-6	Level B-Folk Heroes	Continental Press	*
K-6	Level C-Sports Record Breakers	Continental Press	*
K-6	Fourth Grade Fables	Continental Press	*
2-6	Sunshine Level One Set A	*	*
2-6	Sunshine Set B	*	*
2-6	Sunshine Set C	*	*
2-6	Sunshine Set D	*	*
2-6	Sunshine Set E	*	*
	4th Grade Fun to Read Favorites	Troll Associates	*
2-6	Spelling-Green	Curriculum Associates	*
2-6	Spelling-Green Teacher Guide	Curriculum Associates	*
2-6	Spelling-Orange	Curriculum Associates	*
2-6	Spelling-Orange Teacher Guide	Curriculum Associates	*
K-5	Houghton-Mifflin Reading Program	Houghton-Mifflin	*

*Information was not supplied.

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APPENDIX A

Instructional Materials, cont'd.

N.L.A.

Grade	Title	Publisher	Date
	El aprendizaje en un Ambiente Multural: Primero Grado	N.Y.C.B.O.E.	1988
	Clásicos para niños, Books 5-8	Silver Burdett Co.	1985
3-8	Las artes de la Comunicaciòn en Español	N.Y.C.B.O.E.	1988
3-8	Esquema Curricular: Tercero al Octavo Grado	*	*
3-8	Qué Maravilla Big Books (Grades K-2)	*	*
3-8	Teacher Activity Notebook	*	*
3-8	Los Tres Perritos	*	*
3-8	¿Y tú dónde vives?	*	*
3-8	Instructional Strategies	*	*
3-8	El patio de mi casa	*	*
3-8	La familia Vilarreal	*	*
3-8	Los animales y sus crias	*	*
3-8	¡Qué Semana, Luchito!	*	*
3-8	Rimas y Risas, Grades 3-5	*	*
3-8	Sale el oso	*	*
2-6	El Amigo Ocelto y las Hapirtus de la tarde	Lectorum	*
2-6	El Verano de los Cisnes	Lectorum	*
2-6	Cuentos Para Chicos y Crudes Grandes	Lectorum	*
K-2	Diccionario Escolar Intantil	Lectorum	*
K-5	Patricia Reilly Griffin-Spanish	Sundance	*
K-5	A Day with Babar-Spanish	Sundance	*
K-5	Spanish Children's Classice	Sundance	*
K-5	Spanish Big Books	Rigby	*
3-8	La galinita, el gallo y el fijol	*	*

*Information was not supplied.

APPENDIX A

Instructional Materials, cont'd.

N.L.A.

Grade	Title	Publisher	Date
3-8	Los seis deseos de la jirafa	*	*
3-8	El chivo en la huerta	*	*
	Spanish Language Poetry and Folklore	*	*
	Developing Literacy Reading Charts	*	*
	A la rueda, rueda los elefantes	*	*
	Anton, anton pirulero	*	*
	Mañanitas tapias	*	*
	Pedida de la posada	*	*
	Las velitas de Hanuka	*	*
	Fray Felipe	*	*
	El tambor y la campana	*	*
	He perdido el Do	*	*
	Matarile-rile-ron	*	*
	Alanimo, alanimo	*	*
	La feria de San Juan	*	*
	Aserrin, Aserrin	*	*
	Song Tapes	*	*
	San Sereni	*	*
	Para Quebrar La Piñata	*	*
	El Pequeño Artista	*	*
	La Canción de Cucu	*	*
K-3	El Primer Día de Clases	Steck-Vaughn	*
K-3	La Pierna Lastimara	Steck-Vaughn	*
K-3	La Hermanita	Steck-Vaughn	*
	Naranja dulce	*	*

*Information was not supplied.

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APPENDIX A

Instructional Materials, cont'd

N.L.A.

Grade	Title	Publisher	Date
K-3	La Ola Gigante	Steck-Vaughn	*
K-3	Una Nueva Casa	Steck-Vaughn	*
K-3	El Sabelododo	Hampton-Brown Books	*
K-3	Spanish Stamps	Beckley-Cardy	*
K-3	Cursive Spanish Alphabet	Beckley-Cardy	*
K-3	Manuscript Alphabet Chart-Spanish	Beckley-Cardy	*
K-3	El Alfabeto	Beckley-Cardy	*
K-3	Basic Picture Words-Spanish	Beckley-Cardy	*
K-3	Mathematics Word Problems-Spanish	Beckley-Cardy	*
K-3	Learning to Write Paragraphs-Spanish	Beckley-Cardy	*
K-3	My First Stories-Spanish	Beckley-Cardy	*
K-3	Read, Write, Draw-Spanish	Beckley-Cardy	*
K-3	Listening Skills-Spanish	Beckley-Cardy	*
K-3	Primary Super Reader-Spanish	Beckley-Cardy	*
K-3	Sequencing-Spanish	Beckley-Cardy	*
K-3	Reading Color and Number Words-Spanish	Beckley-Cardy	*
K-3	Following Directions-Spanish	Beckley-Cardy	*
K-3	Primary Comprehension-Spanish	Beckley-Cardy	*
3-6	Palmas, Palmitas-PP1	Beckley-Cardy	*
3-6	Osito, Osito-PP2	Beckley-Cardy	*
3-6	Matarile-rile-PP3	Beckley-Cardy	*
3-6	Tara-tara-la guitarra	Beckley-Cardy	*
3-6	El sol y la luna	Beckley-Cardy	*
3-6	A ver, a ver, a ver-2.1	Beckley-Cardy	*
3-6	Pluma, tintero, y papel-2.2	Beckley-Cardy	*

*Information was not supplied.

APPENDIX A

Instructional Materials, cont'd.

N.L.A.

Grade	Title	Publisher	Date
3-6	La pajara pinta-3.1	Beckley-Cardy	*
3-6	Lima-naranja, limon-3.2	Beckley Cardy	*
3-6	Las Mananitas	Beckley-Cardy	*
3-6	Español José Legobura	Lectorum	*
3-6	Español estructural-Grade 2	Lectorum	*
2-6	Pasijo de Cloze-Level A	Continental Press	*
2-6	Pasijo de Cloze-Level B	Continental Press	*
2-6	Cloze Level A	Continental Press	*
2-6	Cloze Level B	Continental Press	*
2-6	Ramona y su padre	Lectorum	*
2-6	Eunia y la Senara Piltronera	Lectorum	*
2-6	Silvestra y la Pedrecita Majica	Lectorum	*
2-6	Alexandra y el Día Terrible, arrible, espantoso, Harroraso	Lectorum	*
2-6	Yaci y su sunoca	Lectorum	*
2-6	Sopa de Pedra	Lectorum	*
2-6	Fabulas de Siempre	Lectorum	*

Content Area Subjects

Science

Grade	Title	Publisher	Date
1	Imago Ciencias, Vol. 1-3	Addison-Wesley	*
1	Stopwatch Books, 1-5	Silver Burdett Co.	1986
1	Essential Learning Outcomes	N.Y.C.B.O.E.	1987
2	Imago Ciencias, Vol. 5-8	Addison-Wesley	*

*Information was not supplied.

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APPENDIX A

Instructional Materials, cont'd.

Science

Grade	Title	Publisher	Date
2	Stopwatch Books, 6-10	Silver Burdett Co.	1986
2	Essential Learning Outcomes	N.Y.C.B.O.E.	1987
3	Imago Ciencias, Vol. 9-12	Addison-Wesley	*
3	Stopwatch Books, 11-15	Silver Burdett Co.	1986
3	Essential Learning Outcomes	N.Y.C.B.O.E.	1987
3	Stopwatch Series	Burdett Press	*
3	Ladybug	*	*
3	Tadpole and Frog	*	*
3	Potato	*	*
3	Apple Tree	*	*
3	Butterfly and Caterpillar	*	*
3	Hamster	*	*
3	Snail	*	*
3	Dandelion	*	*
3	Honey Bee	*	*
3	Bird's Nest	*	*
3	Chicken and Egg	*	*
3	Rabbits	*	*
K-6	Whole Language Guide Friend	Steck-Vaughn	*
K-6	Whole Language Guide Nutrition	Steck-Vaughn	*
K-6	Whole Language Guide Every Day Situation	Steck-Vaughn	*
K-6	Whole Language Guide Animal	Steck-Vaughn	*
K-6	Whole Language Guide Classics	Steck-Vaughn	*
K-5	Swift Microscope	*	*

*Information was not supplied

APPENDIX A

Instructional Materials, cont'd.

Science

Grade	Title	Publisher	Date
K-6	Whole Language Guide Big Bugs	Steck-Vaughn	*
K-3	I Can Read About Baby Animals	Troll Associates	*
K-3	I Can Read About Sharks	Troll Associates	*
K-6	Science Middle Emergent Set	*	*
K-6	Twig Complete Set 38	*	*
K-6	Song Box	*	*
K-6	Franklin Accutrox Cordless Quartz	Berkley-Cardy	*
K-6	Indoor-Outdoor Thermometer	Berkley-Cardy	*
K-6	Lux Long Ring Minute Minder	Berkley-Cary	*
K-5	Science	Silver-Burdett	1989

Mathematics

Grade	Title	Publisher	Date
1	Book 1, Matemáticas	Addison-Wesley	1987
1	Scope and Sequence	N.Y.C.B.O.E.	1984
1	Essential Learning Outcomes, Mathematics	N.Y.C.B.O.E.	1988
2	Book 2, Matemáticas	Addison-Wesley	1987
2	Scope and Sequence	N.Y.C.B.0.E.	1986
2	Essential Learning Outcomes, Mathematics	N.Y.C.B.O.E.	1988
3	Book 3 Matemáticas	Addison-Wesley	1987
3	Scope and Sequence	N.Y.C.B.O.E.	1986
3	Essential Learning Outcomes, Mathematics	N.Y.C.B.O.E.	1986
3-6	Figure It Out, Level 3	Curriculum Press	*

*Information was not supplied.

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APPENDIX A

Instructional Materials, cont'd.

Mathematics

Grade	Title	Publisher	Date
1	Book 1, Matemáticas	Addison-Wesley	1987
1	Scope and Sequence	N.Y.C.B.O.E.	1984
1	Essential Learning Outcomes, Mathematics	N.Y.C.B.O.E.	1988
2	Book 2, Matemáticas	Addison-Wesley	1987
2	Scope and Sequence	N.Y.C.B.0.E.	1986
2	Essential Learning Outcomes, Mathematics	N.Y.C.B.O.E.	1988
3	Book 3 Matemáticas	Addison-Wesley	1987
3	Scope and Sequence	N.Y.C.B.O.E.	1986
3	Essential Learning Outcomes, Mathematics	N.Y.C.B.O.E.	1986
3-6	Figure It Out, Level 3	Curriculum Press	*
3-6	Figure It Out, Level 4	Curriculum Press	*
3-6	Figure It Out, Level 5	Curriculum Press	*
3-6	Figure It Out, Level 6	Curriculum Press	*
3-6	Figure It Out, Level 3 (Teacher's Guide)	Curriculum Press	*
3-6	Figure It Out, Level 4 (Teacher's Guide)	Curriculum Press	*
3-6	Figure It Out, Level 5 (Teacher's Guide)	Curriculum Press	*
3-6	Figure It Out, Level 6 (Teacher's Guide)	Curriculum Press	*
3-6	Test Ready Math Libro 3, 4, 5, 6, 10	Lectorum	*
3-6	Test Ready Math Book 4, 5, 6	Lectorum	*
3-6	Get Ahead in Math, Book C, D, Grade 6	Lectorum	*
K-4	CIMS Level K, 1, 2, 3, 4; Pt. 1 (Spanish), Pt. 2	*	*
K-5	Mathematics Program (English and Spanish)	Silver-Burdett	*

*Information was not supplied.

APPENDIX A

Instructional Materials, cont'd.

Social Studies

Grade	Title	Publisher	Date
1	Our Family and Friends, Grade 1	Gateway Press	1987
1	Essential Learning Outcomes, Grade 1	N.Y.C.B.O.E.	1988
2	Our Neighborhood, Grade 2	Gateway Press	1987
2	Essential Learning Outcomes, Grade 2	N.Y.C.B.O.E.	1988
3	Our Community	Gateway Press	1987
3	Essential Learning Outcomes	N.Y.C.B.O.E.	1988
3	Cienias de la naturaleza 2-3	*	*
3	Multicultural Kit	*	*
3	Multicultural Workbooks	*	*
3	Let's Discover (16 Titles)	*	*
3	You and Your Body	*	*
3	The Birth	*	*
3	Ships and Machines	*	*
3	Ships and Boats	*	*
3	Warm-Blooded Animals	*	*
3	Flying	*	*
3	Cold-Blooded Animals	*	*
3	Outer Space	*	*
3	The Sea (Index)	*	*
3	The Prehistoric World	*	*
3	Sports and Entertainment	*	*
3	World of Machines	*	*
3	People of Long Ago	*	*
3	What People Do	*	*

*Information was not supplied.

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APPENDIX A

Instructional Materials, cont'd.

Social Studies

Grade	Title	Publisher	Date
3	Our Family and Friends (Text)	*	*
3	Our Community (Text)	*	*
3	Our Neighborhood (Text)	*	*
3	Teacher Guides	*	*
3	Nuestra Familia	*	*
3	Nuestra Vecindario	*	*
3	Nuestra Communidad	*	*
3	Spanish Teacher Guides	*	*
K-6	Martin Luther King, Jr.—A Peacful Warrior	Society for Visual Education	*
3-6	World History and You	Steck-Vaughn	*
3-6	World Geography and You	Steck-Vaughn	*
K-3	I Can Read About Giants	Troll Associates	*
K-3	I Can Read About Eskimos	Troll Associates	*
K-3	I Can Read About Indians	Troll Associates	*
K-3	Sam Patch, The Big Time Jumper	Troll Associates	*
K-6	Wonder Mat/36-12" Squares	Childcraft Education Corp.	*
K-6	Multicolored Building Blocks/48	Childcraft Education Corp.	*
K-6	CC Tea Set & Tray	Childcraft Education Corp.	*
K-6	Hispanic Boy Doll	Childcraft Education Corp.	*
K-6	Hispanic Girl Doll	Childcraft Education Corp.	*
3-6	One Constitution & Tchrs. Guide	Curriculum Assoc.	*
3-6	Bronx Borough on Mainland & Tchrs. Guide	Curriculum Assoc.	*
3-6	Civil War Years & Tchrs. Guide	Curriculum Assoc.	*

*Information was not supplied.

APPENDIX A

Instructional Materials, cont'd.

Staff Development

Bilingual Education Instructional Models for Special Education Teachers and Paraprofessionals

E.S.L. Training Packet for Special Education Teachers, Early Childhood Level and Upper Elementary Level

E.S.L. Training Packet for Paraprofessionals in Special Education, Early Childhood Level and Upper Elementary Level

Bilingual Education Instructional Models for Special Education Teachers and Paraprofessionals

E.S.L. Training Packet for Special Education Teachers, Early Childhood Level New York City Board of Education (N.Y.C.B.O.E., 1988)

E.S.L. Training Packet for Special Education Teachers, Upper Elementary Level (N.Y.C.B.O.E., 1988)

E.S.L. Training Packet for Paraprofessionals in Special Education, Early Childhood Level (N.Y.C.B.O.E., 1988)

E.S.L. Training Packet for Paraprofessionals in Special Education, Upper Elementary Level (N.Y.C.B.O.E., 1988)

Centers for Early Learners Throughout the Year, (Good Apple, Carthage, II)

Cooperative Learning Throughout the Curriculum, (Good Apple, Carthage II.)

Parent Involvement Workshops

Parent's Guide: Bilingual Education and English as a Second Language Programs (N.Y.C.B.O.E., 1988)

Special and General Education: Toward a New Relationship (C.S.D. 12, 1988)

Special Education, A Guide for Parents (N.Y.C.B.O.E., 1988)

A Calendar of Home Activities (Level 2), Curriculum Associates, Johnson & Johnson, 1993 - 1994

A Calendar of Home Activities (Level 4), Curriculum Associates, Johnson & Johnson, 1993 - 1994

APPENDIX B

Class Schedules

Kindergarten Dual Language Class at P.S. 161

DAY	8:40-9:20	9:25-10:15	10:15-11:00	11:00-11:45	11:45-12:15	12:30-1:10	1:10-1:25	1:25-2:10	2:10-2:50
Mon.	Lang. Arts: Eng/Span	Daily Routine/Snack	Nutrition	Group Center	Org. Games	Lunch	Nap	Music	Oral Rdg.
Tue.	Lang. Arts: Eng/Span	Daily Routine/Snack	Movement	Group Center	Org. Games	Lunch	Nap	Art	Oral Rdg.
Wed.	Lang. Arts: Eng/Span	Daily Routine/Snack	Literature	Group Center	Org. Games	Lunch	Nap	Math/ Outdoor Play	Oral Rdg.
Thu.	Lang. Arts: Eng/Span	Daily Routine/Snack	Math/ H.W. Prep	Group Center	Org. Games	Lunch	Nap	Big Book	Oral Rdg.
Fri.	Lang. Arts: Eng/Span	Daily Routine/Snack	Math/H.W. Snack	Group Center	Org. Games	Lunch	Nap	Math/ Outdoor Play	Oral Rdg.

First Grade at P.S. 161

DAY	8:40-9:27	9:27-10:15	10:15-11:00	11:00-11:45	11:45-12:30	12:30-1:30	1:30-2:15	2:15-3:00
Mon.	Communication Arts English/Spanish		Literature Eng./Span.	Lunch	E.S.L. in Math	E.S.L. in Social Studies and Science		
Tue.	Communication Arts English/Spanish		Indiv. Reading Eng./Span.	Lunch	E.S.L. in Math	E.S.L. in S.S./ Science	Music	Story Telling Reading
Wed.	Communication Arts English/Spanish		Art	Lunch	E.S.L. in Math	E.S.L. in Social Studies and Science		
Thu.	Communication Arts English/Spanish		Indiv. Reading Eng./Span.	Lunch	E.S.L. in Math	E.S.L. in S.S./Science	Phys./ Health Ed.	Story Telling Reading
Fri.	Communication Arts English/Spanish		Indiv. Reading Eng./Span.	Lunch	E.S.L. in Math	E.S.L. in S.S./Science	Art	Story Telling Reading

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APPENDIX B

Class Schedules, cont'd.

Second Grade at P.S. 161

DAY	8:40-9:27	9:27-10:15	10:15-11:00	11:00-11:45	11:45-12:30	12:30-1:30	1:30-2:15	2:15-3:00
Mon.	Language Arts Reading - Eng./Span. - Writing Process			E.S.L in Math	E.S.L. in S.S.	Lunch	E.S.L. in Science	
Tue.	Language Arts Reading Eng./Span. and Journal Entries			E.S.L. in Math	E.S.L. in S.S.	Lunch	Physical and Health Education	
Wed.	Language Arts Reading Eng./Span. - Writing Process		Art	E.S.L. in Math	E.S.L. in S.S.	Lunch	E.S.L. in Science	
Thu.	Language Arts Reading Eng./Span. - Writing Process		Dance	E.S.L. in Math	E.S.L. in S.S.	Lunch	Literature	E.S.L. in Science
Fri.	Silent Reading Eng./Span.	Music	Reading Eng./Span.	E.S.L. in Math	Library	Lunch	E.S.L in Science	

Third and Fourth Grades at P.S. 161

DAY	8:40-9:20	9:25-10:15	10:15-11:00	11:00-11:45	11:45-12:25	12:38-1:28	1:30-2:15	2:15-3:00
Mon.	Writing	Phys./ Health Educ.	Science	Language Arts, English/Spanish		Lunch	Math	Social Studies
Tue.	Computer Instruction		Science	Language Arts English/Spanish		Lunch	Math	Social Studies
Wed.	Writing	Science	Music	Language Arts English/Spanish		Lunch	Math	Social Studies
Thu.	E.S.L. in Content Areas			Language Arts English/Spanish		Lunch	Math	Social Studies
Fri.	Writing	Science	Dance	Language Arts English/Spanish		Lunch	Math	Social Studies

APPENDIX B

Class Schedules, cont'd.

Fifth and Sixth Grades at P.S. 161

DAY	8:40-9:20	9:25-10:15	10:15-11:00	11:00-11:45	11:45-12:25	12:30-1:25	1:30-2:15	2:15-3:00
Mon.	Writing	Physical and Health Education	Science	Language Arts, Reading - English/Spanish		Lunch	Math	Social Studies
Tue.	Computer Instruction		Science	Language Arts, Reading - English/Spanish		Lunch	Math	Social Studies
Wed.	Writing	Science	Music	Language Arts, Reading - English/Spanish		Lunch	Math	Social Studies
Thu.	E.S.L. in Content Areas			Language Arts, Reading - English/Spanish		Lunch	Math	Social Studies
Fri.	Writing	Science	Dance	Language Arts, Reading - English/Spanish		Lunch	Math	Social Studies

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APPENDIX C

Likert Scales

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF EDUCATIONAL RESEARCH
BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790 FAX (718) 935-5490

Staff Development Questionnaire
1993-94

5 6
1 2

Program: **Progreso**

Directions:	Please write **"Y"** for **YES** and **"N"** for **NO** in the boxes at the right.

1. As a result of participating in the preservice and inservice training workshops and on-site training activities, have you increased your skills and knowledge related to bilingual/E.S.L. philosophy and methodology?

☐ 3

2. As a result of the preservice and inservice workshops, and ongoing on-site training activities, have you developed the skills and knowledge to seek and attain certification of licenses to teach bilingual/E.S.L. education?

☐ 4

3. As a result of completing graduate level coursework, have you increased your skills and knowledge of bilingual/E.S.L. education?

☐ 5

Thank you for completing this questionnaire.

PARENT QUESTIONNAIRE

6 7 | 6 | 1 |

PROJECT: Progreso

1. Do you think that the parent involvement activities from project Progreso have helped you understand Bilingual/English as a Second Language (E.S.L.) education?

   In the box at the right, mark "Y" for Yes, "N" for No 8 ☐

2. Do you feel that participating in the parental involvement activities from Project Progreso had helped you to understand your child's I.E.P. objectives and activities?

   In the box at the right, mark "Y" for Yes, "N" for No 9 ☐

3. Do you have any suggestions for future activities?

Thank you for completing this questionnaire.

Cuestionario Para Los Padres

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF EDUCATIONAL RESEARCH
BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790 FAX (718) 935-5490

CUESTIONARIO PARA LOS PADRES

Programa: Proyecto Progreso

[5][6] (10 11)

Fecha: _____ MES [ ][ ] (12 13) DIA [ ][ ] (14 15)

Instrucciones:	Por favor escriba en las casillas a la derecha "S" por Sí y "N" por No.

1. En las reuniones y talleres para los padres, aprendío Vd. mucho sobre educación bilingue e inglés como segundo idioma? [ ] 16

2. En las reuniones y talleres para los padres, aprendío Vd. mucho sobre El plan de educación individual de su hijo/a? [ ] 17

Muchas gracias por completar este cuestionario.